



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

3015 S. Power Rd, Mesa, AZ 85212

Life School College Preparatory, Inc.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2004-05 Performing  
2003-04 Not Evaluated  
2002-03 New School

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Miss Linda Stansbury  
Schedule : 07:00 AM to 05:00 PM  
Grades : Pre-K-8  
2005 Enrollment : 374  
Web Address : [www.franklinartsacademy.com](http://www.franklinartsacademy.com)  
Phone Number : (480) 830-3444  
Fax Number : (480) 830-4335  
E-mail : [lstansbury@franklinartsacademy.com](mailto:lstansbury@franklinartsacademy.com)

### Mission

Franklin Arts Academy offers a back-to-basics learning approach with an arts integration to help students develop a higher level of thinking. We provide a state-of-the art campus, Spalding training, character education and active parent involvement.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2004-05 Met  
2003-04 Not Met  
2002-03 Not Met

#### School Improvement Status (b)

2004-05 SI Year 1  
2003-04 Year 1  
2002-03 N/A

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü Back to basics curriculum including Spalding phonics and writing, Saxon math, and daily homework.
- ü Arts integration helps students develop a higher level of thinking through the use of creative skills. This allows students to make connections, culturally & historically, as they build self-discipline and are fulfilled through the creative process.

### Enrollment

October 1, 2004 School Year Student Enrollment : 447  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2004-05 : 419

## Instructional Programs

- Ü Back to Basics Curriculum
- Ü Performing Arts
- Ü Music
- Ü Art

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/15/2005
Last Day of School :	5/31/2006

## Shared Responsibilities

### School

Franklin Arts Academy provides a safe learning environment with high academic standards. Regular communication with parents, daily homework, and arts opportunities are available for all grades.

### Parents

Parents provide support of dress code, homework, and curriculum. Parents commit to attendance guidelines and understand daily homework and discipline policies.

## Transportation Policy

We offer limited busing available from designated pickup sites. Our policy ensures that students are allowed to ride until they make riding unsafe. We consider the bus to be an extension of the classroom and expect a high level of self-discipline. Call our transportation office for details at (480) 557-7640.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor

Year

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 <sup>3</sup>

## 3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	17	66	79306	100	100	99	419	442	445	20	12	10	27	20	18	53	54	51	0	14	20
All Students (Prior Year)	19	70	75509	100	99	100	463	502	521	32	16	13	53	36	23	16	23	33	0	25	31
Female	NC	21	38691	NC	100	99	NC	437	446	NC	16	10	NC	16	18	NC	63	52	NC	5	20
Male	11	45	40583	100	100	99	431	444	445	10	10	11	20	23	18	70	50	50	0	18	21
African American	NC	NC	4041	NC	NC	99	NC	NC	426	NC	NC	17	NC	NC	23	NC	NC	50	NC	NC	10
Hispanic	NC	13	32869	NC	100	99	NC	423	429	NC	23	15	NC	23	25	NC	46	51	NC	8	10
Asian/Pacific Islander	NC	NC	1935	NC	NC	99	NC	NC	474	NC	NC	3	NC	NC	9	NC	NC	48	NC	NC	40
American Indian/Alaskan Native	--	NC	4264	--	NC	100	--	NC	419	--	NC	19	--	NC	30	--	NC	45	--	NC	6
White	10	38	36197	100	100	99	429	453	463	22	9	5	11	15	11	67	59	53	0	18	31
Students with Disabilities	NC	NC	10321	NC	NC	100	NC	NC	389	NC	NC	30	NC	NC	27	NC	NC	34	NC	NC	9
Students without Disabilities	17	65	69060	100	100	98	416	441	454	20	12	7	33	22	17	47	53	54	0	14	22
Limited English Proficient Students	--	--	15509	--	--	100	--	--	406	--	--	20	--	--	30	--	--	45	--	--	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	NC	15	39415	NC	75	96	NC	431	431	NC	20	15	NC	13	25	NC	60	50	NC	7	10
Non-Economically Disadvantaged	15	52	39966	100	100	100	413	445	459	23	9	6	38	24	12	38	51	52	0	16	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	17	66	79395	100	0	99	428	444	446	7	8	9	40	31	25	53	56	55	0	5	11
All Students (Prior Year)	19	70	75492	100	99	100	491	509	519	26	16	12	26	20	16	42	49	47	5	14	24
Female	NC	21	38743	NC	0	100	NC	446	451	NC	5	7	NC	26	24	NC	63	57	NC	5	12
Male	11	45	40618	100	0	99	436	443	440	10	10	11	30	33	27	60	53	53	0	5	9
African American	NC	NC	4052	NC	NC	100	NC	NC	434	NC	NC	11	NC	NC	29	NC	NC	54	NC	NC	6
Hispanic	NC	13	32915	NC	0	99	NC	430	426	NC	15	15	NC	38	35	NC	38	47	NC	8	4
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	468	NC	NC	3	NC	NC	14	NC	NC	63	NC	NC	19
American Indian/Alaskan Native	--	NC	4271	--	NC	100	--	NC	420	--	NC	15	--	NC	42	--	NC	41	--	NC	2
White	10	38	36221	100	0	99	432	452	465	11	6	4	33	26	15	56	65	63	0	3	17
Students with Disabilities	NC	NC	10331	NC	NC	100	NC	NC	388	NC	NC	25	NC	NC	37	NC	NC	34	NC	NC	4
Students without Disabilities	17	65	69139	100	0	99	424	443	454	7	8	7	47	32	24	47	54	58	0	5	11
Limited English Proficient Students	--	--	15545	--	--	100	--	--	399	--	--	21	--	--	42	--	--	35	--	--	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	NC	15	39484	NC	0	96	NC	433	429	NC	27	14	NC	13	35	NC	53	47	NC	7	4
Non-Economically Disadvantaged	15	52	39986	100	0	100	416	446	461	8	2	4	54	38	16	38	56	63	0	4	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	16	65	78869	100	100	99	386	437	442	29	9	6	14	24	21	57	60	63	0	7	10
All Students (Prior Year)	19	67	75053	100	94	99	552	561	597	16	12	7	16	17	12	68	67	72	0	5	9
Female	NC	21	38536	NC	100	99	NC	458	458	NC	11	4	NC	5	15	NC	74	67	NC	11	14
Male	10	44	40302	100	100	99	385	427	428	22	8	8	22	33	26	56	54	60	0	5	7
African American	NC	NC	4015	NC	NC	99	NC	NC	430	NC	NC	8	NC	NC	24	NC	NC	61	NC	NC	7
Hispanic	NC	13	32606	NC	100	98	NC	435	426	NC	8	8	NC	38	27	NC	46	60	NC	8	5
Asian/Pacific Islander	NC	NC	1925	NC	NC	99	NC	NC	471	NC	NC	3	NC	NC	11	NC	NC	64	NC	NC	22
American Indian/Alaskan Native	--	NC	4245	--	NC	100	--	NC	423	--	NC	9	--	NC	26	--	NC	61	--	NC	4
White	NC	37	36078	NC	100	99	NC	441	459	NC	6	4	NC	18	16	NC	67	66	NC	9	14
Students with Disabilities	NC	NC	10246	NC	NC	100	NC	NC	367	NC	NC	18	NC	NC	39	NC	NC	40	NC	NC	4
Students without Disabilities	16	64	68697	100	100	98	368	433	454	36	10	4	14	24	18	50	59	67	0	7	11
Limited English Proficient Students	--	--	15339	--	--	100	--	--	399	--	--	11	--	--	31	--	--	54	--	--	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	NC	14	39106	NC	70	95	NC	444	427	NC	0	8	NC	36	28	NC	64	59	NC	0	5
Non-Economically Disadvantaged	15	52	39837	100	100	100	364	430	457	38	13	4	15	20	14	46	58	67	0	9	15

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 <sup>3</sup>

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	17	56	78906	100	100	99	474	504	498	18	9	13	36	20	19	36	45	48	9	25	20
All Students (Prior Year)	23	50	76019	100	100	100	467	473	499	35	22	14	30	46	39	17	12	14	17	20	33
Female	NC	22	38644	NC	96	99	NC	498	500	NC	16	12	NC	16	19	NC	47	49	NC	21	19
Male	11	34	40236	100	100	99	494	508	497	0	4	15	50	24	19	33	44	46	17	28	20
African American	NC	NC	4087	NC	NC	99	NC	NC	481	NC	NC	20	NC	NC	24	NC	NC	45	NC	NC	11
Hispanic	NC	NC	31938	NC	NC	99	NC	NC	481	NC	NC	19	NC	NC	25	NC	NC	46	NC	NC	10
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	536	NC	NC	5	NC	NC	8	NC	NC	45	NC	NC	42
American Indian/Alaskan Native	--	NC	4593	--	NC	100	--	NC	467	--	NC	26	--	NC	29	--	NC	39	--	NC	6
White	11	40	36483	100	100	99	480	504	517	14	6	7	29	23	13	43	45	51	14	26	30
Students with Disabilities	NC	NC	10664	NC	NC	100	NC	NC	430	NC	NC	42	NC	NC	27	NC	NC	26	NC	NC	5
Students without Disabilities	14	50	68310	100	100	98	494	514	509	0	3	9	38	18	18	50	51	51	13	28	22
Limited English Proficient Students	--	--	12573	--	--	100	--	--	454	--	--	27	--	--	30	--	--	38	--	--	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	NC	NC	38679	NC	NC	96	NC	NC	483	NC	NC	20	NC	NC	25	NC	NC	45	NC	NC	10
Non-Economically Disadvantaged	12	47	40295	100	100	100	472	512	513	33	9	7	17	14	13	33	46	50	17	31	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	17	56	78908	100	0	99	453	480	484	27	7	10	36	32	23	36	57	58	0	5	9
All Students (Prior Year)	21	48	76020	100	100	100	489	492	503	52	42	25	24	31	23	10	21	40	14	6	12
Female	NC	22	38648	NC	0	99	NC	485	489	NC	11	8	NC	37	22	NC	47	61	NC	5	10
Male	11	34	40233	100	0	99	466	477	479	17	4	12	17	28	25	67	64	55	0	4	8
African American	NC	NC	4092	NC	NC	99	NC	NC	473	NC	NC	12	NC	NC	28	NC	NC	54	NC	NC	5
Hispanic	NC	NC	31940	NC	NC	99	NC	NC	465	NC	NC	16	NC	NC	32	NC	NC	49	NC	NC	3
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	507	NC	NC	4	NC	NC	13	NC	NC	65	NC	NC	18
American Indian/Alaskan Native	--	NC	4569	--	NC	100	--	NC	457	--	NC	18	--	NC	39	--	NC	41	--	NC	2
White	11	40	36502	100	0	99	453	482	502	29	6	4	43	35	14	29	52	67	0	6	15
Students with Disabilities	NC	NC	10665	NC	NC	100	NC	NC	423	NC	NC	30	NC	NC	36	NC	NC	31	NC	NC	2
Students without Disabilities	14	50	68312	100	0	98	462	486	493	25	5	7	25	26	21	50	64	62	0	5	10
Limited English Proficient Students	--	--	12556	--	--	100	--	--	436	--	--	24	--	--	40	--	--	35	--	--	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	NC	NC	38662	NC	NC	96	NC	NC	468	NC	NC	16	NC	NC	32	NC	NC	49	NC	NC	3
Non-Economically Disadvantaged	12	47	40315	100	0	100	454	485	498	33	6	5	33	29	15	33	60	66	0	6	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	17	56	78750	100	100	99	523	506	500	0	5	6	27	32	29	64	59	63	9	5	2
All Students (Prior Year)	19	45	75673	90	94	100	461	475	530	21	18	12	47	47	25	32	36	58	0	0	4
Female	NC	22	38586	NC	96	99	NC	530	515	NC	0	4	NC	21	22	NC	74	71	NC	5	3
Male	11	34	40135	100	100	99	536	487	486	0	8	8	33	40	35	50	48	56	17	4	1
African American	NC	NC	4081	NC	NC	99	NC	NC	488	NC	NC	8	NC	NC	32	NC	NC	59	NC	NC	2
Hispanic	NC	NC	31841	NC	NC	99	NC	NC	483	NC	NC	8	NC	NC	36	NC	NC	55	NC	NC	1
Asian/Pacific Islander	NC	NC	1802	NC	NC	98	NC	NC	533	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	--	NC	4586	--	NC	100	--	NC	481	--	NC	8	--	NC	37	--	NC	54	--	NC	1
White	11	40	36440	100	100	99	517	501	516	0	6	3	29	32	22	71	58	71	0	3	4
Students with Disabilities	NC	NC	10622	NC	NC	100	NC	NC	415	NC	NC	21	NC	NC	50	NC	NC	28	NC	NC	1
Students without Disabilities	14	50	68196	100	100	98	535	511	513	0	5	3	25	28	25	63	62	69	13	5	3
Limited English Proficient Students	--	--	12504	--	--	100	--	--	451	--	--	12	--	--	44	--	--	43	--	--	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	NC	NC	38558	NC	NC	96	NC	NC	485	NC	NC	8	NC	NC	37	NC	NC	54	NC	NC	1
Non-Economically Disadvantaged	12	47	40260	100	100	100	544	511	514	0	6	3	17	29	21	67	60	72	17	6	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 <sup>3</sup>

## 8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	28	48	78250	100	98	99	507	505	548	44	46	21	24	29	18	32	26	48	0	0	13
All Students (Prior Year)	33	65	75001	87	87	99	419	425	468	76	75	37	21	20	36	3	3	16	0	2	10
Female	15	27	38071	100	100	99	515	517	549	43	37	20	21	32	19	36	32	49	0	0	12
Male	13	21	40126	93	91	99	496	492	547	45	56	23	27	25	17	27	19	46	0	0	14
African American	NC	NC	4058	NC	NC	99	NC	NC	523	NC	NC	32	NC	NC	22	NC	NC	41	NC	NC	5
Hispanic	NC	NC	29129	NC	NC	99	NC	NC	527	NC	NC	32	NC	NC	23	NC	NC	40	NC	NC	6
Asian/Pacific Islander	--	--	1747	--	--	100	--	--	589	--	--	9	--	--	9	--	--	50	--	--	32
American Indian/Alaskan Native	--	NC	4996	--	NC	100	--	NC	518	--	NC	36	--	NC	25	--	NC	36	--	NC	4
White	23	35	38320	100	100	99	514	514	568	35	37	12	30	33	14	35	30	55	0	0	19
Students with Disabilities	NC	NC	9329	NC	NC	100	NC	NC	454	NC	NC	64	NC	NC	18	NC	NC	16	NC	NC	2
Students without Disabilities	26	44	68996	100	100	99	506	506	561	45	45	16	23	29	18	32	26	52	0	0	14
Limited English Proficient Students	--	--	10133	--	--	100	--	--	488	--	--	45	--	--	25	--	--	28	--	--	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	NC	12	33388	NC	75	94	NC	512	530	NC	45	32	NC	18	22	NC	36	40	NC	0	5
Non-Economically Disadvantaged	23	37	44937	100	100	100	501	503	561	47	46	13	26	33	15	26	21	54	0	0	18

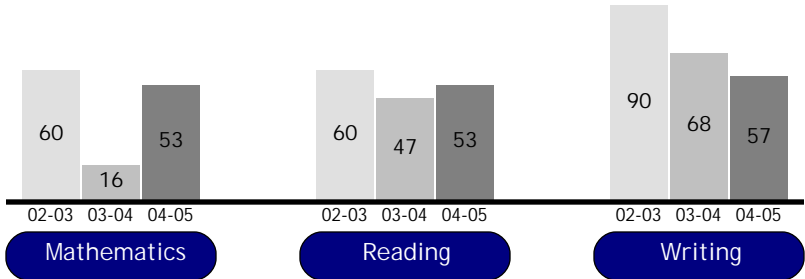
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	27	47	78302	96	0	99	487	488	512	17	18	11	29	29	25	50	50	57	4	3	7
All Students (Prior Year)	30	63	74918	79	84	99	474	472	497	57	59	32	23	17	19	13	17	35	7	6	15
Female	15	27	38082	100	0	99	499	503	518	14	11	8	14	16	24	64	68	61	7	5	7
Male	12	20	40166	86	0	99	472	469	507	20	27	14	50	47	26	30	27	54	0	0	6
African American	NC	NC	4064	NC	NC	100	NC	NC	498	NC	NC	14	NC	NC	29	NC	NC	54	NC	NC	3
Hispanic	NC	NC	29152	NC	NC	99	NC	NC	492	NC	NC	17	NC	NC	34	NC	NC	46	NC	NC	2
Asian/Pacific Islander	--	--	1746	--	--	100	--	--	542	--	--	5	--	--	13	--	--	66	--	--	16
American Indian/Alaskan Native	--	NC	4993	--	NC	100	--	NC	484	--	NC	19	--	NC	38	--	NC	42	--	NC	1
White	22	34	38347	100	0	99	494	495	531	11	8	5	26	31	17	63	62	68	0	0	10
Students with Disabilities	NC	NC	9353	NC	NC	100	NC	NC	429	NC	NC	40	NC	NC	38	NC	NC	22	NC	NC	1
Students without Disabilities	25	43	69024	100	0	99	496	495	524	10	10	7	29	30	23	57	57	62	5	3	7
Limited English Proficient Students	--	--	10140	--	--	100	--	--	451	--	--	28	--	--	43	--	--	29	--	--	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	NC	12	33398	NC	0	94	NC	492	495	NC	27	18	NC	18	35	NC	45	46	NC	9	2
Non-Economically Disadvantaged	22	36	44979	100	0	100	480	486	525	17	13	6	33	35	18	50	52	66	0	0	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	29	49	78094	100	100	99	523	522	545	4	3	3	27	33	18	69	64	77	0	0	2
All Students (Prior Year)	29	60	74503	76	80	99	432	447	491	28	22	9	52	48	32	14	25	51	7	5	8
Female	15	27	38025	100	100	99	535	541	558	7	5	2	14	16	13	79	79	82	0	0	2
Male	14	22	40013	100	96	99	509	502	534	0	0	5	42	53	23	58	47	71	0	0	1
African American	NC	NC	4037	NC	NC	99	NC	NC	532	NC	NC	4	NC	NC	22	NC	NC	73	NC	NC	1
Hispanic	NC	10	29068	NC	100	99	NC	523	523	NC	0	5	NC	29	27	NC	71	67	NC	0	1
Asian/Pacific Islander	--	--	1743	--	--	100	--	--	577	--	--	2	--	--	9	--	--	82	--	--	8
American Indian/Alaskan Native	--	NC	4981	--	NC	100	--	NC	526	--	NC	4	--	NC	25	--	NC	70	--	NC	0
White	23	35	38265	100	100	99	519	519	564	5	4	2	30	33	11	65	63	84	0	0	3
Students with Disabilities	NC	NC	9275	NC	NC	100	NC	NC	444	NC	NC	14	NC	NC	46	NC	NC	39	NC	NC	1
Students without Disabilities	27	45	68892	100	100	98	534	531	559	4	3	2	17	25	14	78	72	82	0	0	2
Limited English Proficient Students	--	--	10084	--	--	100	--	--	474	--	--	10	--	--	39	--	--	50	--	--	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	NC	13	33296	NC	81	94	NC	513	527	NC	8	5	NC	33	27	NC	58	67	NC	0	0
Non-Economically Disadvantaged	23	37	44871	100	100	100	525	527	559	0	0	2	32	33	12	68	67	84	0	0	3

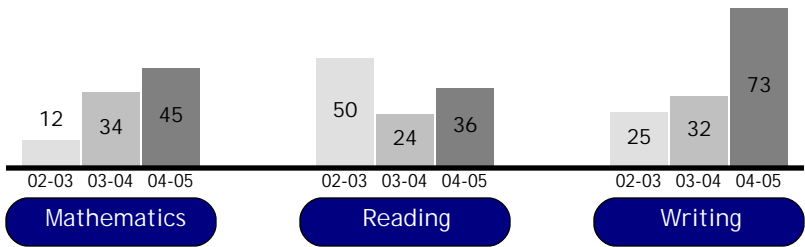
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

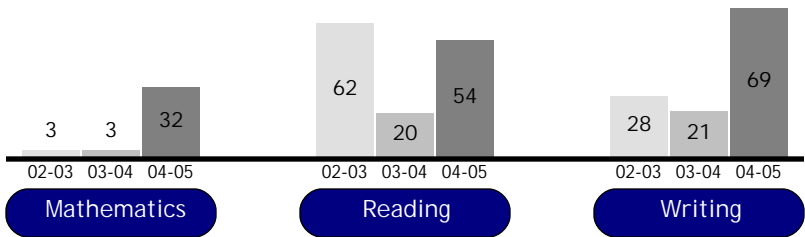
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Not Evaluated
	Met Graduation Rate?	Y
	Made AYP?	Yes

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	85	51	47	50	86	60	NA	58	100	46	52	47
	Language	95	37	32	43	86	52	41	50	100	42	43	47
	Mathematics	100	36	32	57	89	69	56	64	96	52	48	50
3	Reading	100	53	59	47	76	37	NA	55	100	28	43	44
	Language	100	55	64	54	81	34	55	61	100	34	44	44
	Mathematics	100	54	56	54	81	25	60	61	100	29	49	51
4	Reading	NC	NC	51	52	74	NA	NA	56	63	60	57	48
	Language	NC	NC	42	48	74	NA	50	52	63	52	52	49
	Mathematics	NC	NC	46	57	79	56	66	61	63	48	58	53
5	Reading	83	53	42	50	100	47	NA	55	100	37	47	50
	Language	94	32	34	46	100	31	37	49	100	33	45	50
	Mathematics	100	41	40	57	100	38	46	63	100	44	52	49
6	Reading	100	54	56	53	96	55	NA	56	82	62	57	51
	Language	95	51	43	45	96	54	47	48	82	45	50	47
	Mathematics	100	66	59	62	96	57	65	66	76	59	53	52
7	Reading	95	46	52	51	95	53	NA	54	89	49	45	50
	Language	95	52	52	54	100	39	38	58	89	50	47	52
	Mathematics	97	37	42	58	100	45	42	62	87	44	40	50
8	Reading	97	53	57	53	92	39	NA	55	100	39	36	51
	Language	97	47	48	49	97	29	30	52	100	39	36	50
	Mathematics	100	45	44	58	92	29	33	61	100	38	33	53

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."



# Franklin Arts Academy - Liberty

## School Site Council

### Council Composition

School Administrator(s)	Ü
Non-certified Employee(s)	Ü
Teacher(s)	Ü
Parent(s)	Ü
Community Member(s)	Ü
Student(s)	Ü

### Council Duties

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	24.00
Other Professional Staff	4.00	Teacher Aide	2.00

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	18	2	0	4
4 to 6 years	0	0	0	0
7 to 9 years	0	0	0	0
10 or more years	6	0	0	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	19
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	N/A
Percent of core classes not taught by Highly Qualified Teachers	0%

## Resources Available at School Site

### Special Facilities

- Ü Computer Lab
- Ü Music/Theatre

### Extracurricular Activities

- Ü Intramural Sports
- Ü Performing Arts
- Ü Visual Arts
- Ü Music

### Social Services

- Ü All Day Kindergarten
- Ü Pre-Kindergarten

## Indicators of Success Based on Historical Data from 2004-05

## School Achievements/Accomplishments 2004-05

- Ü Liberty Academy participated in the Arizona Interscholastic Association last year, and qualified for the state playoffs in a number of our sport programs.

## Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	97	95	94	95
Transfers Out Rates <sup>5</sup>	33	12	12	17
Transfers In Rate <sup>6</sup>	31	28	28	37
Stability Rate <sup>7</sup>	66	87	87	82
Promotion Rate <sup>8</sup>	90	96	95	81
Retention Rate <sup>9</sup>	5	1	1	3
Dropout Rate <sup>10</sup>	0	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	79	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

Franklin Arts Academy offers a small safe campus with a zero tolerance regarding tobacco, alcohol, drugs and violence. Respect for personal and public property is taught by stressing respect rather than fear of punishment. This is a closed campus which prohibits students from leaving and bringing trouble back on campus.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

2

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	Linda Stansbury	(480) 830-3444
Transportation Policy	Pete Loll	(480) 557-7640
Community Resources	Gloria Warnick	(480) 830-3444
School Nutrition Programs	Kitty Davies	(480) 830-3444
Parent Organization		
Student Health/Nurse	Kitty Davies	(480) 830-3444

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

## ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 16 Pages X .0318 Per page X 60 Copies = \$31.00

\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.